ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/13/65	DATE RECEIVED

A. PUBLICATION DATA

ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED000516	7267	N.A.	

4. AUTHOR(S): Donaldson, Robert S.

5. TITLE OF DOCUMENT ABSTRACTED: Fortifying Higher Education: A Story of College Self-Studies

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Fund for the Advancement of Education
ST.
CITY, STATE 477 MadisonAve. New York, N.Y.
TELE. EXT.
INST/LOC CODE

9. PUBLISHER OR SOURCE: Fund for the Advancement of Education

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	59	64

MICROFILM COPY AVAILABLE YES [X] NO [ ]

COPYRIGHT GRANTED YES [ ] NO [X]

COPYRIGHT RELEASE FILED YES [ ] NO [ ]

TYPE OF REPORT
PROPOSAL [ ]
IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)
evaluation
communications
administration
liberal arts

17. ABSTRACT (MAX. 250 WORDS)

Summary report appraising self-studies is based chiefly on those made by thirty-eight 4-year liberal arts colleges which received grants from Fund for the Advancement of Education during the academic years 1951–52 and 1953–54. Part I discusses: Why a self-study? What should be studied? How should self-study be organized? What are some necessary ingredients? What gains can be expected? What are typical weaknesses? What additional strengths can help improve education? Part II presents individual illustrations of organization and method of self-studies, what was studied, what gains can be expected, and new strengths for the improvement of education.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

IV-20

FORTIFYING HIGHER EDUCATION

7267

by ROBERT S. DONALDSON

A STORY OF COLLEGE SELF STUDIES

ED000516

U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
Office of Education

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THE FUND FOR THE ADVANCEMENT OF EDUCATION

Established by The Ford Foundation

FORTIFYING HIGHER EDUCATION:

by ROBERT S. DONALDSON, **A STORY OF COLLEGE SELF STUDIES**

THE FUND FOR THE ADVANCEMENT OF EDUCATION

477 MADISON AVENUE NEW YORK 22

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FOREWORD

FOR MORE THAN TWO CENTURIES the liberal arts college was the major force and the focus of higher education in this country. The growing interest in higher education during the first half of the nineteenth century led to the rapid establishment of many new colleges across the country. After the turn of the century, as a result of the rise of many new disciplines and the development of graduate and professional education, the universities and professional schools began to overshadow the colleges. During the past twenty or thirty years there has been a renewed appreciation of the need for liberal education and a growing concern for establishing it solidly in our system of higher education. On the part of the liberal arts colleges there has been an increasing effort to redefine their role in American life and to fill it more effectively.

Soon after it was established in 1951, the Fund received many requests for assistance from colleges interested in an examination, analysis, and reassessment of the aims and methods of liberal education. To meet this need, the Fund set up in 1952 a program in support of college self studies which made available funds to free faculty time for the thorough and comprehensive self-appraisal many colleges felt they needed. A committee of college presidents and deans (see page 63) accepted the Fund's invitation to review requests for grants under this program and select programs promising in themselves and likely as a group to produce findings valuable to other institutions. All four-year liberal arts colleges were invited to submit requests for grants to assist college faculties to

re-examine their objectives and make a detailed analysis of the relevance and adequacy of classroom and other practices in relation to them. The committee urged that such self studies deal with those aspects of the college's work about which there was real concern on the part of both administration and faculty and which arose specifically from the particular circumstances, history, or hopes of the college.

Thirty-eight grants were made under this program during the two academic years, 1952-53 and 1953-54. A great variety of problems were probed and there were wide differences in methods used in the studies. During the course of the studies, representatives of the colleges met with the national committee to discuss common problems and objectives and to consider how the experience of their colleges might be made useful to other institutions. Each college prepared a report of its own experience, but over-all appraisal was deferred so that the experience could be looked at after a lapse of some years.

In this year, five years after the conclusion of the program, the Fund decided it would be useful to have a wise and experienced layman familiar with problems and activities in many colleges review the self study program and present his own, personal appraisal of it and reactions to it. It asked Mr. Robert S. Donaldson, whose experience as a college trustee and as the former Director of the Business-Education Division of the Committee for Economic Development gave him unusual insight into college problems, to undertake this review. Mr. Donaldson included in his report not only the thirty-eight institutions which received grants under the program of college self studies (see page 64), but also two universities, the University of Pennsylvania and the University of North Carolina, which undertook with financial support from the Fund comprehensive educational self-analyses. In addition, he visited some institutions which had conducted self-surveys without assistance from the Fund.

The Fund is happy to present Mr. Donaldson's report in the hope that his findings and suggestions will be helpful to other colleges and universities considering self study or interested in some of the problems dealt with by the colleges in the self studies already made.

September, 1959

CLARENCE H. FAUST

INTRODUCTION

LATE IN THE EVENING, an able college president and a wise dean sat before a massive fireplace considering how their college and its people could be readied for big problems and heavy responsibilities arising from the fact that, in today's world, knowledge, imagination, and performance are being gambled for high stakes. Both agreed that significant preparation would involve extensive work by the faculty, the governing board, and the administration. Each was aware that change, particularly curriculum adjustment, cannot be imposed on a faculty, because when imposition is attempted it is successfully resisted. Each knew that administration must exercise sensitive leadership among proud departments in order to develop a consolidated plan for the entire institution. Both men had a feeling that if the college did not make a major effort to strengthen itself for the future, outside pressures would bring spotty change and weaken total effectiveness. Much later, they decided to ask the Educational Policies Committee of the college to fortify itself and come up with a proposal for action. Thus, a major college self study was born, and five years later the men thoughtfully claim that their decision was wise.

The operation of our educational establishment has become one of the biggest, and most important industries in the nation, commanding, next to defense, our greatest investment of people and money. Active concern about the well-being of our total economy must involve serious study of the effectiveness of this influential segment. Big questions as to whether we are using our people and money wisely need to be answered.

Other industries have seen the expansion of the individual's influence through technology and organization, with people producing more and using higher skills because machines are helping them do the jobs better. Similar use of technology to increase a teacher's influence is more difficult, and has had less attention. These are compelling reasons why major efforts are necessary to assess our progress, and learn what changes may be appropriate to speed up the achievement of our social and economic objectives.

One of education's best tonics, and best defenses against irresponsible critics, has been the adoption of formal plans for self study, analysis of problems, and refinement of operations. Having survived stages of popularity and dispute, "self study" is maturing to the point where education can become more forceful in demonstrating how it can do an increasingly effective job for more people. This report is a review of "self study" as one method of improving education and an attempt to point up some of its strong and weak points, and to recommend ways to increase its usefulness.

In 1952 and 1953 The Fund for the Advancement of Education made grants to thirty-eight colleges—seeking to analyze and reassess the aims and methods of liberal education. A committee of college presidents and deans was appointed to cooperate with the effort. Colleges themselves determined how best to accomplish the purposes of self study. Studies were intended to go deeper than the conventional "accreditation" survey of institutional strengths and weaknesses, and covered aspects of concern to both faculty and administration as they looked at current operations, histories and hopes of the colleges.

This report summarizes experiences in these projects and includes suggestions from participants as to how future programs can be strengthened. It is written for academic and lay people who are considering "self study" as a means of improving education. All of the participating colleges and universities prepared full reports on the studies. These documents, among others, were examined in preparing this report. Formal visits were made to seventeen of the colleges receiving grants, and informal visits to twelve colleges doing similar work under independent budgets. Field interviews included discussions with administrators, faculty members, students, trustees, alumni, and laymen. From observations during the preparation of this report, and from recent visits to more than two

hundred colleges and universities, the following general points may be helpful in reading the report.

1. Colleges and universities, handicapped and often frustrated by budget and personnel problems, have been doing an excellent job for large numbers of students. They can do even better.
2. Although educators have a high degree of integrity in their desires for improvement, they suffer from day to day demands, clustered defensiveness, and lack of enough incentives to press through the necessary research and experiment on which to base change.
3. Laymen want to help in solving education's problems, but seldom know how to be effective.
4. Much work is needed to spell out the separate responsibilities of administrators, faculty members, trustees, alumni, and laymen for the improvement of education.
5. There is need for more study of the proper role of government in education.
6. New strengths must be found in cooperative efforts among colleges and universities, and between higher education and its constituents.
7. Both teaching and learning need to be valued more highly.
8. Additional incentives are required to get the best people in education to work on improvements which only they can design and introduce.

While this report deals with projects in higher education, some of the lessons may be useful elsewhere. Lethargy about improvement in any part of our economy can be the worst enemy of all.

Additional copies of this report
may be obtained from the Fund offices,
477 Madison Avenue, New York 22, N. Y.

PART ONE

Analysis of Self Study

WHY A SELF STUDY?

There are many ways in which education seeks to solve its problems, and improve its performance. Administration and faculty committees, trustee or alumni groups, all contribute day to day guidance to complex institutions. This report deals with a major effort along this line, one involving many people, and requiring considerable budget to complete necessary work within a time deadline. There are still strong differences as to how best to accomplish improvement in education, and whether a major study is worth the time, effort, and money which it involves.

The case for major self study

Education must not be unaware of its consumer's needs, its allegiance to announced objectives, and its readiness to supply a high quality of individuals who are prepared to cope with the challenge of living in this century. The rate of change during the past thirty years demands a continuing re-evaluation of where education has been, where it wants to go, and how it can get there most effectively. Necessary adjustments cannot be accomplished by limited work of part-time committees, because the job is too big. Consider the influence of our entrance into the space age on many phases of education, or the prospect of a long cold war

with a robust competitor. These examples of new problems are accompanied by many old problems which have long remained unsolved. Typical among these are the financial troubles of our system of private education and the consequences of low teacher incomes. These and the tendency of the curriculum to expand with the expansion of knowledge need constant attention. Since professors like to teach their own specialties, there is further complication from proliferation of courses. Now add the staggering prospect of student population growth, from a forty-five per cent gain in the past six years to a possible doubling within the next decade. The job is big, and deserves a big effort.

Jonathan E. Rhoads, Provost of the University of Pennsylvania, said, "Every university, and probably every family, business or state, needs a periodic quickening of the pulse to avoid stagnation. It can come from wars or other catastrophies, and it can also come from thoughtful self study, followed by thoughtful action. This is a known method to improve education, and if it produces some scars, it may be that surgery was necessary. The project was good for all of us at this University, and brought about constructive changes."

Another university administrator said, "The big study, I think, has launched us into becoming a great university instead of a mediocre institution." Exponents reported the value of having formal plans, dealing with every division of the college, which put departmental problems into better focus with total objectives. Day to day performance can be measured against a study in which faculty and administration gave their best judgments as to what was best for all. There is real value under a plan which brings a number of problems together at the same time, avoiding the difficulty of over-emphasizing any one of them. For example, a strong report on remedial work for some students may result in less time and attention going to more able students. The very fact that a college or university is conducting a major analysis and is asking for constructive ideas from insiders and outsiders reduces the frequency of casual and thoughtless criticism that has become too popular within both groups. Finally, it is a good thing for faculty members from different disciplines to sit down together and talk about improving education. All of them learn from the deliberate sessions, and are more apt to adopt changes that may be necessary because they took part in proposing them.

The case against major self study

A seasoned and effective professor from a well known college is firm in his belief that the very process of education is a spur to do things better, and that education is continually refining itself and its methods. He explains that his college is not the same as it was twenty years ago, that new people coming on the staff have brought changes, that departmental discussions produce healthy experiment, and that competition between departments keeps faculty and administration on its toes. He does not favor large self studies because he feels there is often a "make work" element about them. Also, he is not sure that some of the trustees, capable though they may be at running factories or offices, can know enough about education and how to improve it. This conviction is shared by other professors and administrators, some of them in colleges with excellent performance records. It is based on the belief that a good administration and a good faculty, as part of their regular jobs, are quite able to keep the college tuned up to its potential, or at least to come closer to it than they could with the pressure or help of well-meaning but not well informed outsiders. The next argument emphasizes the staggering amount of time which faculty members must spend on the details of a broad study, time which could more profitably be spent in conducting better courses, or running better departments, and doing the usual committee work that should go on in any well-run college.

Another objection focuses on the high costs of a self study project in relation to results that can be expected. One college president stated that "the bait of a foundation grant was the reason the project was undertaken, and the money could have been better spent on other research projects or some faculty salary increases." Some of the academic people interviewed believe that a major study tends to stir up antagonisms between departments, and to cause bitterness between certain faculty members and the administration. One of the latter said, "After all, a self study is difficult because it is basically a criticism of what is being done, and too seldom an effort to determine what can be done."

A further objection had to do with the practical difficulties of getting so many problems together at once, each requiring careful study at the same time that the staff and facilities are busy with the current crop of

students. Bluntly, the statement was, "I'm not so much against self study; I just think there are few institutions capable of doing it well."

The balanced position

This report does not suggest that all colleges undertake a major self study, but does recommend that all of them consider the need for a comprehensive analysis of their readiness to serve more people more efficiently.

For the good of education generally, there should be a marked increase in the number of colleges and universities that adopt formal plans, and set up sufficient budget, to eliminate weaknesses. Typical examples of problems that need to be solved from the inside are efficient use of manpower resources, elimination of duplication or overlap in the curriculum, and productive use of existing facilities. Successful self studies have speeded up action in getting these kinds of problems solved.

The principle of self study, regardless of the method followed, is worthy of more attention right now, because education is under fire at the very time when it is being asked to take on its broadest and toughest assignment, namely, to produce more and better graduates. Since education is expected to do so much so quickly, stern measures must be tested quickly. Recent months have brought a daily crop of serious threats to our international strength, and have produced nervous public demands for highly trained graduates from our schools. There is not enough evidence that stern measures are being taken in enough colleges and universities, or even sufficient evidence that the emergency is recognized. For example, one college has long worked on a possible change to a year round program. This is a major change, and yet it is getting informal committee attention which is sure to delay its adoption. Another college, following a major self study, has already adopted such a plan.

In observing self study projects, it was most encouraging to find so many well-qualified professors spending productive hours on the solution of broad college problems. Some of these same hours might well have been spent on efforts outside of education, such as individual consulting. True, there was the incentive of helping education, and also the budget to provide reward or released time. The fact is—it took an emergency

situation and emergency funds to command the extra effort of these competent people. Gains cannot be related only to colleges receiving foundation grants, since many institutions are financing self analysis in other ways. Outside organizations have also helped. The American Council on Education reported its beliefs in strengthening education through self study, and gave examples of ways in which this association has attempted to help. The same was true of the U. S. Department of Health, Education, and Welfare.

Putting aside until later the problem of financing a self study, there was a revealing statement by a college administrator who said, "There are so many of us on this campus who have great ideas about improving our collective performance, and know how we could put them into operation. Our trouble has been that the day to day pressures are too great. We can't sit down together long enough to test our ideas and shape our action. As a result, we are running the college today, and are failing to prepare it for tomorrow." This college and others like it would profit from self study, and the new strength would benefit all education.

WHAT SHOULD BE STUDIED?

How is higher education going to fit into the aggressive, growing economy of the United States? From conversations during and before the study, this question looms above all others in importance.

Since a great strength of this economy is its characteristic to reward thoughtful people who move ahead, and at the same time penalize those who fall behind, it is always timely for education to set its goals and justify its needs. As education seeks to fit into an expanding economy, here are some of the problems it must solve:

Who will staff a service that will need to double its influence, and how can modern technology increase its effectiveness?

It is hard to avoid the grim economic factor of compensation as a solution to this problem. Twenty highly qualified professors quickly agreed that if their salaries were doubled they would prefer not to spend

time on some of the outside work they are now doing to supplement incomes. Improvement in the caliber of professors will take time, because competition for jobs is not keen, and less qualified people get in for lack of better candidates.

What present and long range problems are involved in maintaining thoughtful balance between liberal arts education and special education?

One head of a liberal arts college in a large university said, "Externally enveloped by professional schools and internally pressed by the practical demands of semi-professional departments, we continually face the choice of yielding to vocationalism or adhering to idealistic traditional principles." Much work still needs to be done on the nature and objectives of liberal education, considering questions of curricula, inter-departmental responsibilities, and experimental programs across discipline lines.

Further efforts to analyze the intellectual content of required and elective courses will speed up attempts to design each course so all professors can contribute more to the central purposes of the college as a whole. Better methods must be found to avoid pressures for unjustified proliferation of courses.

How is higher education to be adequately financed?

First there is a real need to take major steps toward defining the roles of public and private education in the United States. This will require objective research, sponsored by education itself, and should involve qualified laymen who will participate both in the studies and in the public communication of findings. It is the judgment of this writer that a series of decentralized research projects, later analyzed by a national committee, would be more appropriate than a single national effort.

Second, there is too little general understanding of the reasons why public and private education need more money and need it quickly. Good work is already being done in alumni programs, and by nonprofit organizations like the Council for Financial Aid to Education. Yet the case for supporting higher education still rests too strongly on immediate

need, and too lightly on the requirement of better education for safer and healthier growth of this nation. More attention should be given to the adequacy of present tuition rates, and to the availability of scholarships for those who have high qualifications but cannot afford present or increased tuitions. Once again, objective research and good communication of results will stir investments that seem to come more easily to organizations that keep people physically fit or help them with their dancing.

There are additional problems that must be solved within education itself to bring it into needed balance with the rest of our economy. For example, physical plants need to be used more efficiently in order to accommodate larger numbers of qualified students. Also, there are unfortunate rifts between some administrations and faculties, indicating that further clarifications of responsibilities in the operation of higher education will contribute to the common cause of governing boards, administrators, faculty members, and the general public.

Finally, there is the question as to whether a student's responsibility for his own education should be increased. This whole question involves a possible shift in emphasis from teaching to learning. The problem has much to do with method of instruction, course requirements, size of classes, and arrangements of the curriculum. Typical examples of experiment in this field can be found in the provisions for "reading for credit."

From observations during this study, and in spite of some mixed experiences, it is the conviction of this reporter that "college self studies" organized on a formal and manageable basis will show gains in solving the kinds of problems listed above, and thereby will strengthen education generally. With hundreds of academic people cooperating to think things out and find new ways of improving education, it would be impossible to compress all of their ingenuities into a single chapter, or a single book. Sixteen examples of study subjects will be found in Part II, together with references to methods used in the course of various individual programs.

HOW SHOULD SELF STUDY BE ORGANIZED?

The best projects started out with a strong announcement from the administration, stating the purposes and directions of the plan. In each

case, considerable work was done beforehand to test out faculty reactions, develop trustee and alumni interest, select problems, and set up tentative procedures. This preparatory work is extremely important to success. The primary requirement must be a conviction on the part of both administration and faculty that a strenuous major project is needed and manageable. Most of the problems and questions leading up to a self study come from the day to day work of standing committees, the general need to reexamine total objectives, the appointment of a new president or dean, or the prospect of a larger student body.

No study will have maximum value if the faculty is not in sympathy with its purposes. Preliminary discussions with key members of the faculty are a requirement. Following this, acceptance by a strong majority of the faculty is needed. One university held a series of three open faculty meetings. First the general idea was discussed, and written suggestions were requested. The second meeting considered a plan of operation drafted after the first meeting. The third meeting approved the final study plan.

Some of the same care should be used in briefing trustees and alumni. This was generally accomplished in regular board meetings, in small group meetings, in a special publication, or through correspondence.

Selection of the committee

In most cases both the faculty and the administration participated in the selection of this important committee. The size of such a central group varied from four to twenty members, depending on the size and administrative structure of the college. Planned continuity with the work of Educational Policy or Curriculum committees was maintained by appointment of overlapping memberships. The president or dean always worked closely with the central committee and sometimes chaired it, although good results more often came when the president was an encouraging ex officio member.

Selection of the study director

High ranking members of the faculty were usually selected as project directors. Provided with released time, sufficient clerical help, and a

special budget, they became key men in the project. Self studies do produce conflicts, and the director needs to be a man who can command the respect of the faculty and has the ability to get results through others. One successful program retained an authority from outside the university to direct the project. In those cases where a junior faculty member directed the study, results were disappointing. Research assistants were especially valuable because they could relieve the director of much paper work and leave him free for more productive work with departments and sub-committees. The availability of sufficient clerical help is vital.

Selection of problems to be studied

Regardless of preliminary work done to set up the problem areas, final definition of subjects to be included in the self study needs negotiation involving discussions with interested departments, conversations between departments, and possibly open faculty meetings. This stage is one of many when good communications are essential. Not only do the central committee and the director have to get agreement on subjects to be studied, they also must consider the work load involved, the availability of qualified academic people to get desired results, the adequacy of budgets for particular assignments, and the presence of sufficient clerical and stenographic help to fortify burdened professors.

If a project looks unmanageable at this stage, it is surely an omen of troubles to come. For example, one committee decided to send out questionnaires without adequate plans for the tabulation of results. Thousands of answers haunted the project participants and swamped the clerical help.

Appointment of sub-committees

Once the problems are defined, and the operating procedures established, it is wise to allocate responsibilities for fact finding and analysis. At this point, broad participation in the project should be arranged. Success of self study programs was often directly related to the number of people who had a constructive part in the process. Formal committee appointments from faculty, administration, alumni, laymen, or visiting consultants must include related talent in each case. Since the reports

have to withstand close faculty review, committee members need persuasive powers as well as technical competence. Once again, careful attention must be given to the amount of time and work required in each of the divisional assignments. One volunteer faculty committee undertook to study the performance records of selected graduating classes. There should have been budget provision for graduate student help, or for more committee members, because the partially completed work ended up on the director's desk. Some colleges used departmental and inter-departmental committees on curriculum problems, employing a nomination technique to assure that different viewpoints were fairly represented on the committee. Usually committee appointments were made by the president and the central self study committee. In certain cases, funds were set aside for professors on sub-committees to do special work.

Organization for good communications

Business has spent considerable money to learn how to communicate with supervisory personnel. It still has far to go, and so does education. The very nature of a self study program requires a constant flow of information to participants and to interested by-standers. Brief progress reports contribute much to successful operations. Actually, such reports can have much to do with the final acceptance or rejection of study recommendations. The replies that come to the central committee from people who have received progress reports often point up controversial issues at a much earlier stage in the study.

Different colleges used various methods to maintain communications during the study. Some scheduled afternoon faculty meetings, others provided luncheons or dinners, and several followed the practice of sending out short summary reports after each important meeting. In several instances, members of the central committee made appointments to visit each department in the institution. Without exception, the colleges reported that maintaining a good information program was far more important than they had expected. Several directors were pleased with the results from time spent in preparing press releases, or articles for the college magazine. While some of the work was just good public relations, constructive suggestions were received from unexpected sources.

Deadlines and plans for final report

Any orderly program needs clear-cut agreement as to time for investigating and time for reporting. Everyone should know how reports are to be prepared, what processes they will go through, and who is responsible for getting a concensus or preparing majority and minority viewpoints. Throughout the participating group, there was agreement that deadlines are uncomfortable but essential. Obviously, not all problems can be matched against deadlines, but progress reports are possible at any stage of a study. Most of the projects that took a firm stand about deadlines reported that life was much easier for the director and the central committee.

Follow-up

Unfortunately, provisions for follow-up have not always been as effective as arrangements for other parts of a study. A human tendency is to finish a hard report and then take a breather, sometimes several breathers. Those colleges which made follow-up a deliberate part of the total project have enjoyed greater benefits from their efforts. This continuity of study and action does raise the side question as to who will police the recommendations and who will keep after the unresolved problems. While this may provoke emotional questions about prerogatives, and although different colleges have varieties of organizational plans, the job of follow-up seems to belong directly with the administration. Wise administrations are able to get results by working through others, by keeping up a persuasive and understanding encouragement for those who have to act, and on rare occasions by getting tough. One administrator said that he did the best follow-up by "the exercise of craft and low cunning."

Progress toward objectives was certainly much faster and much more comfortable in those colleges which had a well-organized plan to deal with the final report and recommendations. This points up the importance of having early and clear understandings of what is to happen after the study is completed. It means early preparation for action that must come to justify the big expenditures of time and money that have gone into the preliminaries.

WHAT ARE SOME OF THE NECESSARY INGREDIENTS FOR SUCCESSFUL SELF STUDY?

Belief in self study

Better results were evident when administration and faculty were convinced that self study was important, should be undertaken, and should lead to constructive action. Backed by an able director and an influential central committee, work moved ahead according to schedule. Belief in self study was also necessary for committee chairmen who were responsible for broad faculty participation.

Financing for successful results

Budgets for major self study projects ran from $25,000 to $400,000 and more. There never seems to be enough money to do all of the things that can be done to improve education. This makes it highly important to consider the ways in which available funds can be used to best advantage in fulfilling the purposes of the study. Funds that were spent to help faculty members do written work, take part in seminar discussions beyond regular expectations, and conduct research, produced the most valuable results. Also, highly important was budget provision for clerical help, a scarce commodity among professors. While foundation funds were available for pilot studies in thirty-eight diversified institutions, there are encouraging examples of self studies which were financed out of college funds, through trustee committees, and through funds secured from the community or special donors.

Clarity of final reports

Self studies that resulted in clear reports, with specific recommendations for action, were most useful during the important stage of incorporating change into the operations of the college or its departments. Since faculty members usually voted on proposed changes, clear reporting was essential to avoid some of the side battles that arise over minutia.

Good communications

Previous comments have already stressed the need for keeping faculty people informed before the arrival of the final report. Needless to say, communications to trustees, alumni, press, and students similarly require deliberate preparation. This is an excellent way to educate some of the constituents of higher education about the process and problems of education.

One of the strong recommendations of this report is to train more laymen to help education. Much good work in this direction can be done during the course of a major study. Recently, an educator had his first private discussion with an influential newspaper editor of a nearby city. This was a meeting that should have taken place years earlier because they discovered a surprising similarity of viewpoint on problems of education and they cooperated in producing a series of articles for the general public. Professors are often inclined to write for each other rather than for the actual audience. Good communications do imply the need to get the message across in the shortest and clearest way, bearing in mind the characteristics of the people who are to be reached. One college recently added a newspaper reporter to the staff. He had no degrees, but he did know how to write. One of his assignments was to help students with their term papers, and another was to consult with faculty members on the writing of their research reports. This attention to better communications is refreshing. More and more able professors are doing a good service for education and its cause by appearing on radio and television, writing regular articles for newspapers and magazines, and speaking before community groups.

Follow-up

Further emphasis must be given to the belief that careful organization for follow-up is the strongest asset of a good study project. If study budgets are used up by the time a final report is issued, there is a danger of losing the drive that can come from the availability of funds to activate recommendations. It is not sufficient for reports and recommendations to be dropped into the laps of administrators, since many recommendations

require a sequence of actions by faculty and administration. Further meetings may be necessary, and unresolved problems should not be left dangling. The adoption of certain recommendations will produce a whole set of new problems that need immediate attention. One of the hardest parts of a follow-up responsibility is to check on performance under recommendations that have been adopted. None of us likes to have someone check on what we are doing to change past practice and adopt new methods which will conform to the intent of recommendations. However, the fact that a check is made and there is evidence of interest in progress does make us give a higher priority to what are often difficult jobs. Furthermore, if recommendations are not sound or manageable, there should be provision for further consideration.

It does cost money to run a well organized follow-up program, but even more important is the need to generate a broad determination that action is going to take place where both faculty and administration have agreed that change should occur. One college still has a weekly seminar for the college people who are responsible for carrying out the recommendations of the self study report that was completed five years ago.

WHAT GAINS CAN BE EXPECTED FROM SELF STUDIES?

What the colleges reported as major gains

The very process of a major study involves the adoption of certain recommendations designed to improve the college. Since both faculty members and administrators took part in the deliberations and accepted the recommendations, there is more force behind true conformance to the intent of the report. This cooperative agreement for change has more weight than recommendations from a standing committee or a department.

Two university administrators who have worked closely with a large study program were strong in their convictions that a full dress self study is the only way to bring about significant change in a large and complex institution. They cited how courses tend to become frozen into a curriculum,

and mentioned that, in a large university, change usually originates in the larger divisions, leaving smaller units with weaker voices in day to day negotiations for position.

Change does not necessarily mean improvement, but when professors and students find more satisfactions after a change in curriculum or required courses it is fair to ask whether these changes would have come as quickly, or at all, without the major study. Because this report was written some five years after the completion of a large program of self studies, there was an excellent opportunity to ask college people their reactions to this question. Generally, there was agreement that changes would not have come so fast, would not have been so broad, and would not have been so closely related to the purposes of the entire institution, had the self study not been conducted. This was not a claim that all good things come from the "study," since many might be traced to earlier work or subsequent efforts. However, the very fact that a broad, formal, program was undertaken, produced direct and indirect benefits to the institutions more rapidly and more systematically than ordinary methods. Of course, if a study is poorly done, it can also create problems and conflicts more rapidly than they would have developed without the study.

The process of self study conditions a faculty for change

The "collective bargaining" that takes place during a self study does provide an educational experience which helps professors understand the reasoning behind the eventual recommendations of the report. The more they understand, the more they are willing to vote for and adopt new measures, strengthen old programs, and develop more sympathy for the problems of the total institution. It has been said that a liberally educated man is one who can see and accept new ideas. Professors, liberally educated, have often been criticized for resisting change, thus raising questions in some quarters about the accuracy of the saying. Actually, most of the professors can be defended on this point because they are not seeking change for the sake of change, or because it is "modern." They conduct their work in education according to convictions that proven methods should not be lightly abandoned. Self studies provide a good arena in which some of these convictions can be tested over a period of

time. In this way changes in attitude or plan come gradually and with reason. In contrast, when sudden change is suggested to a professor, he often takes a strong stand against it. Then, if the change is ordered, it is most difficult for him to retreat from his strong position.

Experiments are stimulated

Both fact finding and discussion during self studies produced an unusual number of experiments. These were not limited to problems of the curriculum alone, but involved new kinds of testing to observe learning under different methods, new uses of comprehensive examinations, revisions in entrance requirements, adjustments in student government, use of new advisory plans, and constructive work between departments. Because a college-wide effort was going on, results of these experiments were better reported and better observed than experiments conducted outside of a self study plan.

Faculty members learned more about the work of other departments

Sub-committees usually included members from different departments, and the experience of working together for two or more years established a greatly improved understanding about what was going on elsewhere in the college. Actually, one project was entirely devoted to a carefully designed presentation and discussion of the work of each department in the institution.

Colleges made specific claims that self study projects, structured to bring good people together from different disciplines, served to give the faculty more feeling of unity than had existed before the study. The seminar sessions proved particularly valuable in promoting inter-departmental consideration of problems. Conflicts certainly did develop, but the resolving of difficulties was useful to most participants. With a few exceptions, there is evidence that self studies produced an improved faculty morale. The very opportunity to get problems on the table, learn other viewpoints, and blow off a certain amount of steam, was a gain. The Honorable Arthur S. Flemming, Secretary of Health, Education, and

Welfare, and former President of Ohio Wesleyan, was on that campus when the self study first started. He was away on a government assignment during the conduct of the study, and returned after it was over. He found that "the faculty had more understanding and sympathy for problems of the college as a whole. Thanks to improved morale which came from cooperative work on mutual problems, the faculty was much more prepared for reasonable change throughout the college."

Self studies had benefits for professors themselves

One growing practice, stimulated by self studies, gives professors time off for thoughtful work on general problems of higher education or the serious problems of a particular college. Occasionally there is even compensation for special efforts, and this makes the practice even better. There has been an unfortunate tendency within education, and within the community, to feel that academic people should do more and more for "the good of the cause," and do it on their own time. This is true on many a campus, and to some extent it should be true. Alienation is quick when this is overdone. Too many of education's pressing problems are not getting the attention of the best professors because many of the best professors feel that they have done their share of voluntary effort beyond the call of duty.

The following example was drawn not from a college, but from the community, to illustrate how a professor's time and cooperation can be abused. A political science professor, popular as a speaker, worked hard to prepare a thoughtful speech for a service club. He expected to receive the usual free lunch and possibly a certificate commending him for his appearance. The day before he was scheduled to speak, the program chairman called and said, "Professor, would you mind delaying your talk until next week, because we have a great chance to get a man with a talking dog, and we can only get him tomorrow." What put more heat under the professor's collar was the knowledge that the entertainer would receive a fee for *his* act. Now he is cool about service club program chairmen. Obviously, some of the fault lies with the professor who does not state the conditions of appearance in a business-like way.

Since education has many new difficulties to face, and new problems to solve, provisions must be made to supply the time and reward necessary to attract high talent for the job. There is evidence that self studies, supported by college budgets or other means, have commanded the time and effort of some fine people in education. Actually, the very fact that there were funds to compensate for extra effort caused many professors to go far beyond their assignments, indicating that there is considerable dedication to the idea of improving education. It is a real tragedy that too little is being expended to reward the people who are best qualified to improve education. One indication of their competence is demonstrated in the per diem fees professors commonly receive for commercial or industrial consulting. It should not be surprising in education, as elsewhere, to see what a few incentives will accomplish. Self studies encouraged some good new practices of rewarding professors for extra effort toward the improvement of education.

Self studies served as a development program for professors in other ways. For example, preparation of written statements about the work of departments or the important content of courses within a department was good academic homework. The thoughtful work necessary to state and defend the fundamentals of a discipline or course is good for the professor who does it and for his colleagues who read or hear it. Many professors reported classroom change that had come from ideas they picked up in the seminars. One scientist found that he was weak on a particular phase of his subject, so took a summer research assignment to strengthen his knowledge of new developments in his field. Visits to other campuses during the course of self study projects provided excellent experience for professors who had these assignments.

WHAT ARE TYPICAL WEAKNESSES IN SELF STUDY PROJECTS?

It can hardly be said that a method or procedure that did not work at one or more institutions should be avoided by others. However, the following examples of reported weaknesses might be given extra consideration before they are incorporated into new self study projects.

Unmanageable study

Colleges reported difficulties whenever too much was undertaken during the study. Too much means that the study was not manageable in relationship to available released time and available volunteer time to complete the objectives of the study within the deadline period. While planning can go too long, careful organization of problems and participants will keep the project from bogging down under its own weight.

Admonitory recommendations

While it is usually difficult to arrive at specific report recommendations, the too common practice of settling for admonitory recommendations is not getting full value for the time spent in study and discussion. For example, several colleges agreed that the faculty should do a better job in improving written and oral English. Professors were urged to give more tests, and grade for spelling and construction, as one method to improve poor current practices. After a brief flurry, and a fair number of student protests, many of the faculty members returned to previous classroom practices. Several of the reports suggested that members of different departments get together more often. Without specific purposes, or scheduled dates, the admonition remained as only a desirable goal.

Study rigged by administration

When the administration "rigged the study" to accomplish some of its own purposes, the results were generally unsatisfactory. For example, one college administration wanted to establish several small schools within the institution. The self study was generally designed for this purpose. Instead, it developed a tug of war between faculty and administration which finally resulted in some departures from both groups. Obviously, the problem is to achieve, through adequate process, an agreement between faculty and administration as to mutually desired goals, and then to seek their accomplishment. This same lesson applies to trustees and alumni who may try to rush certain problems into the study before the faculty is prepared to work on them, or to push for quick action on pet theories.

Extensive use of questionnaires

The use of questionnaires on a broad basis was not entirely worth the effort in many cases. First, the questionnaires were not always well designed or pre-tested. Second, they resulted in the accumulation of so much diversified information that analysis was handicapped. Occasionally they brought some refreshing humor, as in the following statement from a student on his educational aims: "I have always felt a calling, like a priest, to do good for my fellow man. My pre-med work will help me go to veterinary school."

One project director claimed that the chief benefit from use of questionnaires was pure public relations between the college and its alumni. Excessive use of questionnaires to students gave some students the idea that they could run the college better than the people who had spent much of their lives at it.

Use of junior men as directors

Use of junior or very specialized men as directors of the project did cause some trouble. In one case, the director was simply not qualified to get results through other members of the faculty. Consequently, the self study suffered, as suggested by the old adage, "Don't send a boy to do a man's job." One of the reasons why a junior man has trouble is that self study itself often implies a criticism of what is being done.

Poor communications

In every case where there were poor communications during the study, it proved to be a serious weakness. Particularly in large institutions, the grapevine was guilty of relating the self study to the elimination of certain courses or people. One college president had to write the faculty three times during the study to reassure them that this was not the case. There is no indication that grapevine flashes speeded up or improved a project. There is much evidence that an active grapevine implied, or was the result of, a poor information program. Full faculty meetings are seldom possible, so good communications must play an important part

in stating the problems, reporting on progress toward their solution, and conditioning an institution for change and improvement.

Difficulties with advisory programs

Studies of advisory or counseling programs were not as satisfactory as they should have been. This was not because of lack of interest or effort, but because there are so many variables in this problem. It is not one that can be solved quickly or in the course of a particular study project. Since it requires much more work on the part of qualified people to help education do a better job in an area where it is weak, long range research and experiment are essential. Numerous student questionnaires commented on the need for better counseling. Progress has been made, however, and it is hoped that some of the new experiments being undertaken will produce more information and more experience to guide future practice.

Lack of specific responsibility for action

Maintaining healthy balance between administration and faculty responsibility for taking action on recommendations proved to be difficult in some of the projects. Least successful results came in those cases where there was no early agreement on what was to be done with the findings of the study. Included as a weakness is the tendency to leave too many chores to department chairmen, many of whom rotate jobs often enough to interfere with continuity of long range progress.

WHAT ADDITIONAL STRENGTHS CAN HELP IMPROVE EDUCATION?

This section suggests new strengths to be drawn upon in the future improvement of education, and also a few ideas to be tested in new self study projects. It assumes that education needs help to prepare for more students and for more rigorous public demands for a quality product.

Top professional help should be shared between institutions

In observing self study projects, it was evident that visitors from other colleges did a real service during their discussions of self study problems. Many of the visitors also said that the experience had benefited them in their own institutions. These comments applied equally to administrators and professors. Ordinary attendance at national or regional meetings of educational groups does not seem to satisfy the need to sit at the desk of a colleague from another college and talk about common problems. In the public meetings professors are sometimes putting on a show, and concealing some of the weaknesses that really have them worried. This happens less often in personal visits for mutual benefit. Reports from colleges that had recently undergone visits from an "accrediting committee" showed mixed reactions. They reported great gain from the conversations, and much fear about the "pledge button" (the favorable or unfavorable report). Visits without the "button" would be pure pleasure.

Specific plans to increase the opportunities for administrators and professors to visit other institutions would be a new strength for educators and education.

Help from responsible laymen is available

From discussions with businessmen, alumni, and representatives in labor and agriculture, it is evident that laymen can do much more toward the improvement of education than is now being asked or offered. The unfortunate emphasis on the check book role of laymen, has detracted from the other constructive services that they can supply in greater quantity and quality. There are enough good examples of responsible help from laymen to warrant further experiment with their use. Because so many laymen don't know how to help, or have tried to help in unpopular ways, any expansion of the practice requires academic definitions of "What services would be useful, and how can they be supplied?" Much work has already been done to define the role of trustees, and colleges have been teaching trustees how to serve the institutions more effectively. Most of the self study projects have given casual, if any, attention to the

use of laymen in the improvement of education. Little information is available as to how education should train laymen for greater service. The use of advisory committees, research combinations, and visiting lecturers should be studied more to see what experiments will help educators to draw upon this potential new strength.

Advisory committees. Advisory committees have functioned well in some cases, poorly in others. One of the weaknesses in using advisory committees is the failure to prepare advisors for the services they are supposed to perform. Too many of them come cold to infrequent meetings, and leave with the feeling that they have not made much of a contribution. Briefing takes time, and requires a plan of operation. Special attention must be given to producing concise briefing documents without losing the essential parts of the problem to be considered. Academic people tend to send too much information, without converting it for the advisors who will have to do their own preparation for a meeting. A well briefed advisor can be of great help if he understands the problem, and great hindrance if he gets off on tangents that are not pertinent to the agenda. Decentralization of responsibilities within an advisory committee can be useful. For example, one advisor chaired a sub-committee for a library project. In cooperation with the librarian, he drew up a plan which the committee promptly adopted. Then he led the move which resulted in collecting the best reference material available on a subject of interest to the whole region. There is much still to be learned about effective use of lay consultants and advisory committees. One guiding principle in selecting advisors is to seek out those who have knowledge and experience with the problem, rather than those who only dignify the committee.

Research combinations. Research combinations of scholars and laymen have demonstrated new strengths for education. Not only is joint research one of the best ways for professors and laymen to develop more understanding about the relationship between theory and practice; it is an excellent chance for laymen to learn to work with and help educators. When such a project leads to published reports, there is mutual pride in the product and subsequent satisfactions in watching the adoption of constructive recommendations. From observing more than thirty such experiences, this reporter recommends the establishment of more

joint research projects between professors and laymen. Certainly, gains will come from shared working experiences that will help laymen to be of even greater service to education. There is evidence that these joint research projects have broken down some of the unfortunate barriers between scholars and people from the community. Both groups gain respect for each other, and this is an open door for additional work on important new problems.

Visiting lecturers or discussion leaders. An increasing number of laymen are proving to be valuable in classroom situations. The preparation of a visiting lecturer is important because the layman must understand where he fits into an educational process, what he is expected to supply, and where he should stop. Businessmen also make good downtown hosts for visiting students. Even participation in a seminar session is more useful if laymen know something about their audiences and the extent to which a subject has already been studied. The reason some laymen prefer to give a short statement and then answer questions is that they do not know what should be specifically covered, and therefore take the easiest way to get ready for the appearance. This may not be the best way to help students understand the subject, and it seldom uses the visitor to maximum advantage. Fine examples of efficient use of laymen can be found in well-organized courses on "Current Problems of the American Economy," and in the work of the Joint Council on Economic Education.

More help from government, business and foundations may be possible

Government. Considerable clarification is needed of the roles of local and national governments in the improvement of education. Both the academic world and the general public need guidance on this problem, because emotions run high at the very time when public investment to assist education is growing materially. Much of this guidance can come from more research on the subject. University and college self studies can aid by pointing up ways in which current available funds can be used more advantageously. For example, it is possible that some of the funds now going to scholarships would ultimately serve better purposes if

awarded to research. Academic leaders, particularly in private education, have been rather quiet about the presence of government in education. This tends to give governments the encouragement to originate plans and programs that are supposed to be good for education rather than to supply the assistance that educators and the public consider most important and appropriate from this source. Armed services programs and loan or grant programs are cases in point. Undoubtedly, it is timely to study the responsibilities of government in education. This will help the general public in understanding and accepting an existing strength without making it a progressive weakness.

Business. The increasing business contribution to education is encouraging, particularly since methods of giving are being improved at the same time that hampering strings are being withdrawn. Some businessmen have said that they really do not understand just what they are supporting when the gift does not involve a research project, a scholarship, or a building. If this is generally true, there is an excellent chance to speed up corporate giving by organizing a better case for the needs. Such a case, prepared as a part of a self study program, may have more weight than a standard presentation from the development office. Many alumni who were interviewed agreed that they were not giving as much as they could. They form an important source of new strength for education, but will need even more understanding as to why they should help, and more stimulation to give it. Self studies have been useful in this connection.

Foundations. More than two thousand philanthropic organizations are giving much time and thought to the ways in which available funds can be used most advantageously in education. However, there is need for better understanding between foundations which make grants and the educational institutions which receive them. There is some evidence that academic people resent the occasional pressure behind a grant. This can come from a lack of understanding. There are also many examples of grant applications turned down because the project does not fit into the publicly announced purposes of the foundation. This constitutes a waste of time and energy on both sides, some of which might be spent in getting better acquainted. There has been some encouraging cooperation between foundations in jointly supporting educational research or action. This kind of cooperation is increasing the already strong influence of

foundations in the improvement of education. Some constructive work might be done by experimenting with a local or regional pre-screening of foundation proposals. This should occur before the proposal is in final form. It would weed out time-consuming applications that have no chance of acceptance, and channel worth-while proposals to the place or places where real interest exists. Such a local experiment might also sponsor an occasional meeting between academic and foundation people which would deal with the problems which both groups consider important.

SUMMARY AND CONCLUSIONS

William Allen White said, "Unless the free are brave, they will no longer be free." It takes a brave institution to undertake a major self study, and a brave reporter to recommend one in the face of mixed experiences among those colleges and universities which have engaged in the practice. Yet, much has been learned about the processes of self study, and education is finding new private and public strengths to support some of the changes it has long wanted to make. One strong defense for self study is that it provides for the development of an organized plan to consider the strengths and weaknesses of individual institutions at the time when the public is frightened about and critical of education in general.

There is a high degree of integrity throughout education as its people work on the development of improved ways to provide students with better opportunities to draw on the past and plan for the future. One of the greatest strengths of this democracy is that improvement is coming under different plans in diversified institutions. One of the weaknesses is that too little is known about good work being done. Probably the shortest comprehensive definition of the purpose of liberal education was given by John Stuart Mill, when he asked educators to "produce capable and cultivated human beings." Trouble comes because there are so many things to be capable of doing, and so much cultivation available. Without a doubt, it is the educators' job to produce enough of each and to encourage curiosity about the rest.

Real conflicts do exist within education, and within particular colleges, as to how the objectives can best be accomplished. For example,

the massive question, "Is significant liberal arts education best achieved through concentration on particular disciplines, through 'general education,' or through some combinations of both," needs constant attention. One college president said with feeling, "I want a student to have a shattering experience with a single discipline, and I don't particularly care which one, because things can fall into better place as he gets depth in a subject." Another said, "Unless a student gets caught up with a subject, his curiosities about other subjects are barely stirred." In contrast, some colleges provide for no electives and have no subject matter departments. Each professor teaches each subject at one time or another. Self studies produced both greater loyalty to disciplines, and bold new programs of general education.

Because change is so rapid, the second defense of self study is that big problems need periodic major attention, in addition to day to day efforts to solve them. Self studies produce a documented record of what should be done to improve education in particular institutions. Since such a document can be checked by faculty members, administrators, trustees or constituents, it serves to stimulate action that might otherwise be delayed. For example, there are known instances where presidents, deans, or department heads are delaying action on a controversial problem because they are approaching retirement and intend to leave the unpleasant chore to their successors. The existence of a master plan, with divided responsibilities for its achievement, will reduce the influence of any single individual.

One handicap to experiments with inter-disciplinary work has been the shortage of professors either qualified or willing to teach inter-departmental courses. The very structure of education through graduate work has trained more people to teach within disciplines. In addition, the organization of colleges frequently leaves the question of promotion of professors to standard departmental procedures. Opportunities for writing, speaking, and status in associations, encourage a professor's loyalty to his own field of interest. When asked where professors in "general education" come from, one successful exponent said, "They just boil up out of the discipline system." Much progress, depending upon one's point of view, is coming from courses centered around problems in which instruction is shared by professors from three or more disciplines.

Two major weaknesses should be avoided in organizing any self study project. First is the tendency to spend so much time in planning and collecting information that there is too little time left for analysis and action. The second is to devote a great deal of time to the consideration of problems and then let re-consideration set in, meaning that the same problems are discussed again in about the same way. One educator stresses the importance of "Planning Plus Realization," and explained that there must be enough determination and organization to adopt change when it is approved and to keep after controversial or unresolved problems.

The success of a self study project will eventually be determined by the degree to which administration can stimulate, lead, assuage, and pursue people who must get the job done and the recommendations incorporated. It should be recognized that change in higher education cannot be forced, and cannot occur unless the faculty is generally in sympathy with the move and wants it to happen. A reluctant faculty can defeat the very best of plans. One professor talked for an hour about what he called "faculty faking," the art of exercising independence while showing conformity. A good program, therefore, is one which grows out of faculty planning, recognizes common purposes between faculty and administration, is not identified with a particular individual or clique, is not a "make work" program, and is nourished and cheered by purposeful presidents, trustees, and other constituents.

The administration has delicate problems in exercising leadership. Developments over the past years have put many responsibilities on the president, and have tended to limit his time for academic influence. Recently the chancellor of the University of Chicago said "I'm going to stop rattling my tin cup, and rattle my Phi Beta Kappa key." Where and how this key is rattled becomes a problem in tactics, because he also added that he would "tiptoe around the science departments, where shaggy men grumble about interference." Yet, from observations in this study, the administration must accept the primary responsibility for maintaining leadership and communication between interested parties, namely, the faculty, the governing board, the alumni, and assorted constituents. To do this, the president must study and practice the art of "getting results through others."

President Pusey of Harvard University has stated that the American people are suffering from "prosperous conformity." This remark might be supplemented by the statement that some parts of education are afflicted with "unprosperous complacency." This report supports the belief that all colleges and universities should be more forceful in organizing and planning for new demands on them and new situations they face. The existence of an announced plan is good because it is subject to study or improvement by all who are interested in the growth of education.

Finally, education needs to draw on new strength to accomplish the gigantic task of producing the high caliber human resources required for the advance of our essential society. Education must draw on outside talents, and establish the terms under which these abilities can be used to the advantage of education.

Careful training of outsiders in how to help education is a whole new field. It requires study, experiment, and a plan. Recently, the trustee of a college boasted that he had influenced the withdrawal of a course he didn't like. He does not know that the things to which he objected are going on under a different name. He not only lost his case but, more seriously, he also lost the opportunity to be useful in future work with the faculty. He had not been trained to be an effective trustee. Fortunately, there are many examples of fine outside help in the improvement of education, sufficient to warrant a strong recommendation that educators undertake a definite program to prepare laymen for more service to education.

A Canadian quotation is pertinent as a conclusion, and it applies to all of us. "Those who possess knowledge have a peculiar responsibility for the ills of the world, for if they fail this responsibility, the ignorant will be movers of events, and the value of knowledge will be lost."

PART TWO

Illustration from Individual Studies

ORGANIZATION AND METHOD OF SELF STUDIES

Organization of self study committees

Bowdoin College formed a six-man sub-committee, appointed by the president in accordance with a faculty vote, following a recommendation by the standing committee on Curriculum and Education Policy. The president and the dean, both of whom choose to maintain teaching assignments, were ex officio members of the committee. A qualified faculty member and a research assistant were named to operate the study.

The *State University of Iowa* operated through an Educational Policy Committee, consisting of nine elected faculty members and the dean ex officio.

Stanford University's president, after consultation with the provost, the Dean of Humanities and Sciences, the Dean of the Graduate Division, and others, appointed a small executive committee and a larger advisory committee to guide the study. The president served as chairman of the Executive Committee.

DePauw University used five members of a Self Study Committee, in close touch with the Faculty and Educational Policy Committee. The

dean was director of the study. Outside consultants came in for a day at a time.

The *University of Buffalo* used a twenty-member Self Study Committee.

Lafayette College established eight Study Commissions, one for each topic investigated. The director had released time to coordinate the study.

The *University of Pennsylvania* retained an outside consultant to direct the study. Many committees and consultants took part in this major analysis of the total institution.

St. John's College secured a research specialist from Chicago as study director.

At the *University of Pittsburgh,* the permanent faculty committee on General Education organized and led the study.

In most instances, both the faculty and the administration participated in the selection of the self study committees. Best results came from broad faculty participation during the course of study.

Methods used during studies

The following outline includes a brief description of methods used and some specific examples of what colleges did, listed under particular subject headings.

1. *The Selection of the Problems*

   a. Solicited suggestions from previous committees, faculty, trustees and alumni.
   b. Asked reactions from all departments of the college.
   c. Discussed the general question in open faculty meetings.
   d. Conducted seminars to select the most important problems.

2. *Investigation of College or University Objectives*

   a. Used seminars and individual discussion to see whether stated objectives actually revealed the current goals of the college.
   b. Canvassed alumni and students, using questionnaires and interviews.

c. Checked wording of objectives to see if language was too broad and general to guide the administration and faculty in their work.
d. Reviewed publications from other colleges to see how clearly objectives were being defined elsewhere.

3. *Studies of Curriculum Problems*

a. Conducted interviews and sent questionnaires to students and parents to find out what these students and parents expected out of the institution, or what they thought they had been promised.
b. Conducted research to find out more about their students and whether there were significant changes in student population as compared with periods in the past.
c. Asked for statements showing what individual professors and departments believed the student should know about the particular subjects being presented to them.
d. Questioned laymen, alumni and community organizations about what is expected of a liberal arts or professional education.
e. Visited other institutions to make comparisons of general and particular performances.
f. Studied, through questionnaire and interview, teaching methods and the performance and reactions of selected classes, 1943 to 1946, and 1952 to 1954.
g. Administered appropriate tests for groups, such as freshman and senior students.
h. Checked high school performance and experimented with advanced college placement to avoid duplication of instruction.
i. Experimented with and compared lower division students in control groups, one group taking a new general education course, and another taking a regular course.
j. Arranged numerous discussions between departments to discover ways to achieve more complementary inter-departmental action.
k. Hired outside consultants for an appraisal of the liberal arts program.
l. Worked on plans to improve written and oral English through inter-departmental cooperation.

4. *Study of Departmental Problems*

   a. Used sub-committees to see how offerings could be strengthened and consolidated without loss to professor or student.
   b. Encouraged discussions between departments in order to develop common plans and purposes.
   c. Arranged seminars for various departments to present the highlights of specific courses.
   d. Studied faculty morale, faculty research opportunities, and services to the community.
   e. Worked on reasons behind student attrition, using questionnaires, interviews, analysis of biographical data, and correspondence.

5. *General Problems*

   a. Gave intelligence and psychological tests to determine characteristics and potentials of entering classes.
   b. Designed, by inter-disciplinary work, new introductory courses in all divisions of the institution.
   c. Studied the effectiveness of the faculty and of teaching by holding seminars on new teaching methods and use of audio visual materials.
   d. Analyzed the special problems of students, e.g. adjustment to college life, place of fraternities and sororities, participation in extra-curricular activity, availability of student services. Used interview and questionnaire techniques to develop necessary information.
   e. Considered the effectiveness of counseling and advising by studying the allocation of faculty time to these services, by checking the needs of the students, and by securing various opinions about the merits of current practices.
   f. Conducted studies about the adequacy of student services and facilities.
   g. Worked on all kinds of finance and budget problems.

6. *Examples of methods in certain colleges*

The ten-man Policy Committee at the *University of Notre Dame* made extensive use of a research sub-committee, and kept all faculty well

informed by conducting seminars and meetings with each department. Since a primary purpose of the study was to determine the influence of philosophy and theology in all divisions of the University, close work with each of the departments and a good communications system was necessary.

At *Wesleyan College,* the chairman supplied each sub-committee with regular briefings as to what was happening in the total project. Although preparation of short summary statements was time-consuming, the results more than justified the effort.

At *Rutgers University,* the Self Study Steering Committee met formally with twenty-three departmental committees, each of which had conducted a self evaluation. The guide to these self evaluations was prepared in series of questions on educational philosophy, teaching methods, curriculum problems, and inter-departmental activity.

At *Southern Methodist University,* the original proposal for a self study was presented to the faculty members in an open meeting. After discussion, a vote was taken to approve the proposed plan of operation and to select the problems to be studied in the study. All subsequent questions and suggestions were to be made in writing, and the central committee encouraged comment at all times during the course of the study. Progress reports were made in each regular faculty meeting.

Brown University held regular informal faculty discussions at luncheon or evening meetings. The committee encouraged and took part in informal meetings between departments. Much attention was given to the functioning of the distribution requirements.

Ohio Wesleyan scheduled faculty supper meetings every three weeks during the period of study. The purpose was to inform the faculty and to develop suggestions. The director proudly reported that self study was "well on the way to becoming a habit rather than a campaign."

St. Xavier used a six weeks' seminar workshop to climax its study of building a curriculum with continuity from kindergarten to college graduation.

Reed College retained two consultants for a period of two weeks while details of the self study were being planned. Consultants held informal talks with each of the departments of the college as part of their work.

Both the *University of Buffalo* and *Southern Methodist University* gave the Graduate Record Examinations to selected groups. Results were used in several phases of the self studies.

The *University of Pittsburgh* analyzed the complete course programs of all graduates in the Class of 1953 as background to consideration of change in elective or requirement practices.

Several colleges made studies of how students actually spent their time. Complete records were made by a selected group of students. (It was of some interest in these colleges to find that students were not generally fulfilling the expected amount of study time per course.)

Goucher College let it be known that the self study was something that could keep faculty and administration busy for a long time, that it was a beginning, not an end. Acceptance of this idea helped in getting a summary report written even though there were unresolved problems. Study of a "New Plan for the Lower Years" was addressed to three primary needs: further development of the curriculum, revision of the Sophomore Examinations, and coordination of curriculum planning and administration by divisions as well as departments.

Bowdoin College used a briefing document, written after each key meeting, to show agreements that had been reached. This helped cut down much reworking of ground that had already been covered, and also permitted any objector to prepare a special statement for the committee.

Scripps College set up a regular faculty seminar to watch progress during the study. This same practice was maintained after the study was over and provided opportunity to discuss problems concerned with the adoption of particular recommendations.

Beloit College used its completed report as recommended reading for any new faculty members employed after completion of the study.

Drake University developed a plan for obtaining departmental blueprints of action in light of revised university objectives, past studies and current conditions. The dean receives these blueprints and is responsible for relating them to the improvement of the total institution.

The *University of Pittsburgh* appointed a Dean of Disciplines, with a budget to carry on necessary research and discussion about changes in the curriculum.

The *University of Florida* set up a new plan for students of exceptional ability, believing that the better students were worth more thought and attention than they were getting.

WHAT WAS STUDIED?

There seems to be no limit to the kinds of problems that may be included in a self study project. Questions given committee attention extended from how students were actually using the hours of the week to how liberal arts influences could invade an ROTC program. Each campus has a unique set of circumstances that beg for a tailor-made self study. This means that any specific sample or model can be used only as a guide by prospective analysts. There was frequent caution against the idea that only one problem should be studied at a time, because "one-at-a-time-solutions" might upset the balance of the total objectives of the institution.

For example, if a strong committee works on student participation in extra-curricular affairs, the student hours spent in study or writing may decline in direct relationship to the committee's success. Certainly, most institutions are aware of trends as one division seems to be thriving while another shows temporary decline in effectiveness. The chore, like maintaining relative stability in our national economy, is to apply counter cyclical influences soon enough and effectively enough to maintain a respectable balance of power throughout the college. Without a comprehensive self study it is hard to determine where to put on the brakes and where to increase the supply of high octane gas in different divisions of an institution.

The variety of subjects considered in different self studies may be seen in the following list:

Current objectives of the institution.

Liberal arts and "specialized" programs.

Faculty and administration responsibilities in determining educational policy in liberal arts programs.

General effectiveness of the institution.

Financing the institution.

Services to alumni and the community.
Analysis of the student population.
Plant and facilities.
Scholarly environment for faculty.
Graduate performances.
Personnel services.
Extra-curricular activity of students.
Methods to improve teaching.
Inter-departmental courses.
Counseling and advising.
The integration of knowledge and objectives within the liberal arts curriculum.

With a growing belief that liberal arts education has suffered in competition with professional and vocational training, many institutions spent long hours considering how to maintain a desirable balance among the three. This is no easy matter when one public block wants us to live a more cultural life through devotion to the liberal arts, and another threatens us with extinction if we neglect the training necessary to keep us strong so that we may enjoy that richer life. Probably most time was invested to learn more about inter-disciplinary responsibilities for a liberal arts education. This required much attention to the relative merits of education by discipline and a "general education" approach. Obviously, most institutions have combinations of both methods, but feelings run amazingly high about the different ways in which students can or should march toward their diplomas.

One of the encouraging subjects considered in self study projects was the continuity of education processes between high schools and colleges. The *St. Xavier* study included cooperative work with sixty high schools in an effort to find a more orderly progression of learning for the students. Another insight into this problem is included in the book, "General Education in School and College," a committee report by members of the faculties of Andover, Exeter, Lawrenceville, Harvard, Princeton and Yale. It was published by the Harvard University Press in 1952. Much attention was given to the avoidance of duplication, the acceleration of able students, the setting up of advanced placement exam-

inations, and the consideration of the "seven year high school and college program."

While the subject of improving classroom performance of faculty people did not receive as much attention as certain other subjects, *Colby College* drew up a check list suggested by Dr. Ordway Tead, consultant to the project. Because it includes a philosophy of the professor's rapport with the total institution, the questions answered by faculty members are listed:

Do I know, and can I state the objectives of this college?

Do I know how the courses which I teach fit into the effort to realize these objectives?

Can I state in writing, to my own satisfaction and for my own use, the objectives of each one of my courses in relation to the over-all purposes of the college?

Do I plan each class hour to assure that it has sequence to what has gone before, and what is to come?

Do I try to discover whether my students are getting anything more than mastery of the subject matter? In my course is some total development of the student also taking place?

Do I as an individual have some articulate, coherent, and defensible set of values in the moral, ethical, and spiritual areas of living?

Do I try to make the values I cherish vivid and appealing to young people? How?

Am I mindful that it is important to assure secondary or by-product learnings out of my teaching? Have I defined for myself what any of these by-products are?

Why are my subjects significant and relevant to students, either vocationally or as contributions to a student's need to construct a personal philosophy of life?

Do I experiment with different teaching methods, or am I convinced that only one method is best for my courses?

Do I recast each course every year, taking account of difficulties encountered, new information, and other factors?

Do I discuss with faculty colleagues ways and means of stimulating students to have the desire to learn? Am I reconciled to believe that I

must always have a number of students who have no desire to learn my subjects, regardless of who teaches those subjects?

Hope College directed its efforts to finding improved ways in which to stimulate the student's powers of critical thinking. Diaries were kept of classroom discussions, and papers prepared. A summer workshop summarized experiences.

Parsons School of Design devised new methods to incorporate an enriched program of liberal arts within the existing curriculum of professional design, and was not content merely to add courses. For example, Parsons has a plan whereby students can earn credit for study in Paris and Italy. One of the project problems was to determine appropriate liberal arts preparation for advanced study in Europe.

St. Olaf College faculty members spent long hours in seeking greater coherence among the disciplines. This was against the background question, "What Is A Christian College."

Cornell College devoted its attentions to the subject, "The Upperclass Student and His Curriculum." One of five committees, for example, worked on the educational opportunities for "Superior Students."

There were varying degrees of inquiry about what was happening in other institutions. This came about through organized visits to other colleges, through the use of consultants, and through correspondence or questionnaires. With all of the seriousness of self study projects, touches of humor or pathos came up in some of the exchanges. The following was, of course, between friends: Question, "What is your policy on accepting graduate students?" Answer, "We work hard to avoid taking more obvious neurotics than are necessary for the perpetuation of the academic profession."

WHAT GAINS CAN BE EXPECTED?

Once an institution has enthusiastically agreed upon the plan of a self study, ideas and suggestions for effective procedure sometimes come more rapidly than can be absorbed. However, many of these ideas work

out and form an important part of the successful project. Following are examples of new methods or ideas that were used effectively.

The *Wesleyan* Self Study Committee insisted that all proponents of "something that would be good for the college" prepare a paper on the subject for discussion by the main committee or by sub-committees. Since the self study subject was "improvement of functioning as an educational institution," there was ample opportunity to get all problems and suggestions into the process. More than half of the faculty were members of sub-committees. The group on "Curriculum" drafted pilot plans for changes which involve, for example, inter-departmental responsibility for courses joining physical and biological sciences for non-science majors. Special attention was given to the field of counseling, and the use of a full time consulting psychologist was recommended.

Carleton College established a program which led to a full time, nine weeks, summer session for representatives from each of the departments of the college. The primary concern was for the intellectual content of courses. While the faculty and the administration had not been excited about the cross-divisional courses, they believed that more knowledge was necessary about what was happening in different parts of the college. Each department prepared papers on the fundamental teachings of the department. These papers became the subjects for the summer working session. A week was given to each department, starting with a general presentation by the department representative, and moving into extended study and discussion of the fundamentals as they related to the work of the total faculty. Obviously, this program produced much self analysis, much mutual education, and much cross-divisional thinking. No specific action, beyond discussion and understanding, was planned.

Goucher College considered preparation for self study so important that a two-day meeting of all faculty members was held to set the philosophy of the project and discuss the kinds of problems needing attention in any analysis of the institution and work. Consensus was that the best and wisest procedure was to work toward a steady, deliberate evolution of the curriculum, since no curriculum change can have genuine and lasting value unless the faculty who put it into effect have persuaded themselves of its merit by participating in the deliberations leading up to any change. Due consideration was given to the traditional human resist-

ance to change. Eight faculty members had released time, for one semester each, to work on courses which the Curriculum Committee had already defined in general terms.

Rutgers University used its Curriculum Committee as the Self Study Steering Committee. A self evaluation committee for each department gathered data on student needs, differences in the experiences of professional and vocational students and of arts and science students, requirements for space or facilities, problems of advisory services, courses required for graduation, and teaching methods. Through organized department meetings much information about total university problems and policies and promising methods to solve the problems was exchanged. All of this preliminary work served a good purpose, because the faculty were much better informed and so better prepared for recommendations which followed completion of the study.

The *University of Notre Dame* used its desire for stronger influence of philosophy and theology as the focus of its study of the entire curriculum. Before the study, there had been little progress in integrating the academic programs of students and of getting specialists to cross departmental lines. Also, Notre Dame wished to achieve certain consolidation and sharpening of courses, together with elimination of overlapping in the curriculum, without losing the recognized values which the curriculum already had. Many felt that the student had too much freedom in choosing electives in the liberal arts college, and also had too many options for majors. Following much departmental discussion, frequent seminars, and long hours of work between departments, the central committee wrote a 125,000 word report which has served as a guide to considerable change. It has also helped produce what the University claims to be "more excellence and more effectiveness in teaching." One division, for example, reduced its offerings from 59 to 38, and believes it is doing a better job for the students.

Lafayette College had long operated with two curriculum committees, one for engineering and one for the rest of the college. Some good results are coming from blending the work of the two committees, and promoting joint discussion of mutual problems.

Brooklyn College had launched the idea of holding weekly seminars including representatives of different departments as a self study practice.

These seminars became more popular as specialists from different fields got together to talk about questions raised by the study. Since Brooklyn College was experimenting with a "New Curriculum," and comparing it with its previous curriculum, there were many reasons for representatives of different disciplines to discuss aspects of the two methods and to design tests for comparison of results. Much work was done on integration of certain courses. After the self study was completed, the dean continued to convene inter-departmental seminars as a means of strengthening friendships between faculty members who had formerly been rather casual acquaintances. In addition, the cooperative work on new problems helped to unify the college faculty. This has been important, both in improving the education of students, and in developing cross-divisional experiments.

The *University of Buffalo* set up a student advisory group to cooperate with the Self Study Committees. (Over fifty per cent of the faculty members were active in various working committees.) The students were most helpful in problem areas such as the expansion and improvement of the tutorial system. Evidence of cooperation was shown when ninety-one per cent of the seniors answered a lengthy questionnaire on subjects of interest in the self study. The existence of the student committee undoubtedly had much to do with the cooperation of the senior class, and of the student body generally.

Brown University's Committee considered its most important role to be that of a stimulator of faculty discussion and faculty action rather than that of an administrative agency. It believed that "faculty action, if it is to be based on understanding of the problem rather than on prejudice, must be preceded by thorough faculty consideration. Such necessary discussion is not something which can be turned on and off like a spigot." Therefore, the Self Study Committee did not expect quick results from the discussions it stimulated, but rather sought changes in the point of view of instructors resulting from participation in the careful consideration of broad educational problems, and hoped for ultimate effect on the curriculum.

Colby College asked the following questions of each department:

What changes have been made in the departmental requirements for majors since 1949? What is the concentration designed to accom-

plish? Does it serve various ends, such as preparation for immediate employment in business? Is special consideration given to students planning to attend graduate school? Is the department considering any changes either in fixed or in collateral requirements to meet the needs of different kinds of majoring students? How is the major program made cumulative? If the major includes collateral requirements outside the major subject, why are they required?

Hampton Institute, faced with changes from emphasis on teacher training to improvement of general education, set up the following study committees:

Curriculum and Instruction
Student Personnel Services
Library
Administration
Research
Public Relations
Student Activities

Among other means of study, the central committee selected six classes in general education as pilot classes. These were studied and observed to learn more about faculty interpretation of general education. Findings were also important for subsequent faculty discussions.

During the course of the *Heidelberg College* Self Study, the Alumni Council of the College held a workshop at the annual meeting. The purpose was to discuss college problems. In addition, four thousand members of the alumni were asked to fill out questionnaires which would supply information needed by the various study committees.

Jamestown College profited from analysis of its goals and the relationship of current performance to these goals. For example, although one of its goals was to supply professional leadership to the church which had founded it, performance had not been good. They set about to find out why, and make necessary changes.

Allegheny College established a Senior Seminar, with evening sessions led by the students. One of the big purposes was to find out how college was influencing the students' life. Subjects were selected by student committees, drew on experiences in a new General Education

Program, and served many purposes for the faculty observers. Among other things, they learned a lot about how a student group maintains discipline.

City College of New York, concerned with the inter-departmental sequences of required courses taught by the liberal arts faculty in the areas of the natural sciences, the social studies, and the humanities, also gained understandings about useful devices for effective communication among 450 full time teaching positions.

Earlham College became much interested in ways to develop the students' capacities for critical thinking. Faculty papers were written on the subject and faculty discussions sought to produce exchange of successful methods.

Examples of curricular change

The *State University of Iowa* established choices of core courses or departmental courses in liberal arts, and also provided for qualifying examinations in lieu of some otherwise required courses.

Goucher College established four new inter-departmental courses for lower division work in humanities, social science, and natural science. Requirements were revised for foreign languages to encourage mastery in at least one language. Three new inter-departmental majors were established in American Civilization, Hispanic Studies, and Classical Civilization. A course was set up in Evaluating the News, and an upper division course provided in Religious and Philosophical Values. A graduate program was started for prospective elementary school teachers.

The *University of Notre Dame* put in a new liberal arts curriculum divided into upper and lower biennium offerings. The latter covers major areas of liberal knowledge, and the former includes philosophy and theology, great books seminars, and close attention to the major sequence. Freshmen take a four hour per week required course in oral and written rhetoric and composition. Mathematics, formerly an optional course, is now required. A feature of the new program is a sophomore course entitled Organization of Social Economy, a multi-discipline course in sociology, political science, and economics. A comprehensive examination on all previous work is given at the end of the sophomore year, and

a senior essay in the student's field of concentration is a graduation requirement.

Scripps College reorganized its Humanities program and set plans to improve science training within the humanities curriculum. Much of the adjustment as a result of self study did not come in major ways but more from the changes which faculty members made after long consideration of their composite responsibilities for the total program. Real gains came from better understanding of inter-relationships between the humanities.

Brown University established new courses in the Identification and Criticism of Ideas. Much thought went into the reorganization and development of a system of interrelated distribution courses. Establishment of these courses required much departmental work and reorganization of existing courses.

Southern Methodist University, together with many other changes, tightened up its entrance requirements, incorporating a unit plan. Twelve units were needed in the following subjects: English 4, mathematics 3, foreign language 2, history and social studies 2, biology, chemistry or physics 1. Three optional units would make up the fifteen needed for entrance. Any applicants below this standard would need to take entrance examinations in order to qualify for admission. Limitations were placed on the number of vocational or professional courses that can be taken by a liberal arts student. Much work has been done to build toward additional graduate programs.

The *University of Pittsburgh* has reorganized its total organization, using a decentralized administration plan and still maintaining strong coordinated management. Many changes have been made in offerings of the Liberal Arts College to students in professional schools. One part of the University's study involved new services to the community in extension work. Six new non-credit courses were added to this education program, the most popular being in philosophy.

St. Xavier College has shown unique change because its influence has extended through sixty elementary and high schools which are operated by the Sisters of Mercy. Elementary and high school curriculum experts continue to participate in seminars which started in the self study and were designed to produce an articulated liberal school system from

the first grade through college. The new program of liberal education for women provides a strong central influence from studies of philosophy and theology, together with a general education in the liberal arts. There are four divisions in the college: Natural Sciences, Social Sciences, Liberal Arts and Humanities, and Philosophy and Theology. Since the program is new and unique, the outline of the academic plan is shown as follows:

THE COLLEGE REQUIREMENTS

I. *Liberal Arts*

Arts
  Critical Analysis
Speech
Second Language
Humanities (Music and Art)
Mathematics
Humane Letters
  Interpretation of Poetic Texts
  Interpretation of Rhetorical and Historical Texts
  Interpretation of Philosophic and Scientific Texts

II. *General Education*

Introduction to Natural Science
  Fundamental Science of Nature
  Principles and Methods in Physical Science
  Principles and Methods in Biology
  Principles and Methods in Psychology
Introduction to the Sciences of Human Action
Choice of
  Political, Economic or Sociological theory or Historiography

III. *Philosophy Theology*

Metaphysics
Ontology and the Theory of Cognition
Classification and Hierarchy of the Arts and Sciences
Senior Seminar (non credit)
  A weekly colloquim based on the program of advanced and specialized studies considered from a philosophic standpoint
Theology
Advanced and Specialized Studies
  A unified pattern of courses at a more mature level, centering on some specialized discipline or interest, and encompassing ancillary disciplines as well as related liberal and human studies, all integrated into a meaningful whole

Each student selects a field of concentration, and during the entire senior year participates in a seminar which attempts to synthesize the work of specialization. Currently a book on the subject of developments at St. Xavier is being written by the Vice President, Oscar W. Perlmutter.

Rutgers University developed the construction of comprehensive examinations in the senior year to encourage broader attention to the liberal arts. This also served the purpose of pointing up weaknesses in liberal arts work. In turn, this was useful in stimulating the preparation of new courses in liberal arts, or new composites of existing courses. For example, the examination in the Humanities was designed to measure the following: ability to read difficult prose, awareness of style and period, clear thinking and logic, standards of taste, and ability to write English.

Lafayette College strengthened the liberal arts experience for engineering students by expanding the offerings in the humanities and by requiring more work in liberal arts by all students in pre-professional education.

Beloit College has used its extensive study of the entire institution as background reading for inter-departmental curriculum committees as they work on current or new problems. It is a central point of reference for new faculty members as well. The existence of the self study has been an influence in strengthening a central educational philosophy, because so much work was done on total institutional aims, and departments have been working on their own operations in light of the revised aims. Some good work is being done on the "honors program."

Dillard University set up a new first year curriculum, designated as Freshman Studies. It consists of four required courses in communication skills, humanities, social sciences, natural sciences, plus an elective course in psychology, mathematics, foreign language, or a combination course in mathematics and microbiology.

Reed College expanded the content of its "Senior Symposium" to include more breadth at a time when students tend to become more narrowly specialized in certain areas of the curriculum.

The *University of Buffalo* added two broad inter-departmental courses, one in the fine arts, and one in the sciences, both as electives and both increasing in popularity. One of the reasons for this popularity is the use of comprehensive examinations for sophomores and seniors.

Lincoln University added a required junior year course in arts and music. It also increased requirements in three social sciences now needed to graduate. At the same time, requirements in religion were relaxed so as to give a choice for partial credit in philosophy.

Southwestern at Memphis has a broad program of education in International Studies, which involves extensive readings, special training in languages, and seminars for student and community groups.

NEW STRENGTHS FOR THE IMPROVEMENT OF EDUCATION

Here are some of the constructive examples of new efforts to improve education. These examples come not only from the colleges participating in the program financed by the Fund for the Advancement of Education, but also from other colleges which have studied problems, and established new strengths in the process of education.

Development of influence on curriculum by study of special problems

Many problems have arisen from attempts to develop effective cooperation in inter-disciplinary courses. Some of the efforts to prepare core courses have been less than satisfactory. Some of the courses get off to a good start, and then the best qualified people who did so well in launching the program go back to their own departments. This often leaves inter-departmental courses in the hands of junior and less qualified professors than those who started them. The challenge is to keep top men from different disciplines giving top attention to cooperative work. The following example points up what is claimed to be a significant new strength.

The *State University of Iowa* established a faculty and graduate student seminar on a problem of state-wide interest, "Influences of the Urbanization of Iowa on the Economy and the People of this State." This seminar was organized to include leaders from the colleges of Law, Engineering, Education, Medicine, and Commerce. Interest grew as various problems were defined. This led to the identification of numerous

research topics that needed attention. Study teams were formed and budgets set up for some of the research. Funds are being sought for more research. Papers on particular subjects are being prepared by qualified professors and laymen. These papers, together with research results, form the background for seminar sessions. A Base Book is being prepared on Urban Adjustment in an Industrializing Agricultural Area. Influences on their own teaching have already been noted by professors from different disciplines, and a body of knowledge is being built up which will be useful throughout the state. For example, the public schools and the colleges of Iowa formally cooperate to improve public school teaching. The State University of Iowa is working closely with this program, and has pilot arrangements in key communities of the state. Each of these local projects benefits from the new knowledge that is being developed through the seminar and the increasing amount of research being considered by a combination of authorities in various fields. At the same time, a similar project at *Iowa State College,* The Agricultural Adjustment Center, is studying the influence of urbanization on the agricultural community. Both of these projects work in close cooperation, have frequent meetings to compare results of the studies, and are considering some joint research work. Professor Clark Bloom, chairman of the seminar at the State University of Iowa, feels that the enthusiasm for this kind of problem seminar carries much hope for the improvement of inter-departmental work in the years ahead.

Wesleyan College operates a Public Affairs Center, bringing together departments of Economics, History, and Government. The Center conducts seminars on subjects of interest to all departments. It also provides workshops for students in elementary courses, showing them the sources of information on any particular problem area. One of the by-products of this inter-departmental work has been the establishment of alumni seminars. The first of these was held in Washington, D. C., and dealt with a subject that required joint preparation of material by several departments.

Occidental College operates an exciting seminar for majors in Economics. Selected students prepare papers on different problems, and each defends his paper in an evening session to which experts from the community are invited. If the paper for the evening is on Management-Labor

Relations, there will be a prominent industrial relations director and an able labor man together with some interested professors from other departments to take part in the discussion which follows the student's presentation. By the time a series of seminars on different subjects has been completed, students, visitors, and other faculty members have had a stimulating educational experience in theory and practice. The very fact that the student has to defend his paper before such a group, nearly always results in a well prepared paper, and a real test of learning. Not the least of the benefits is the training to carry dignity and conviction through the process of discussion with men who are actually operating successfully in the field.

Cooperative work with preparatory schools

Much more time is being spent in cooperative efforts by qualified people in preparatory education and authorities from higher education. Usually the purpose is to learn more about educational sequences throughout the students' high school and college experience. This is a hard road, and progress has gone only far enough to be challenging to further efforts.

Carleton College entertains high school teachers on regular occasions. The topic of conversation is often related to needed changes in the college curriculum, and the teachers are asked to talk about the kinds of training that would have proven most useful during their undergraduate education. Their comments are based on actual job experience and provide excellent data for discussing any change in the college curriculum. The college people, including professors and students, visit the high schools for some of the same purposes, making a two-way program of benefit to both the public schools and the college. This constructive work goes far beyond the usual "practice teaching assignments," because it deals with changes that can thoughtfully be made in several levels of education. It serves a good purpose in getting better communication between lower and higher education.

St. Xavier College has elementary and high school curriculum people participate in its own consideration of curriculum problems.

Many more college workshops and institutes are being held for public school personnel, and they are involving the very people who have to

accomplish necessary changes in both the high schools and the colleges. It is also encouraging to see an increasing number of college professors acting as consultants to high schools and elementary schools at the times when curriculum changes are being considered or made.

The University of Kansas uses statewide examinations to spot exceptional high school boys and girls early. High school principals are asked to nominate candidates for scholarships from the top five per cent of senior classes. When these students come to the University, a special faculty works with them and has the power to waive many academic rules. The student is encouraged to "take as big a bite of education as he can swallow."

The previously mentioned research study, "General Education in School and College," has helped to clarify some of the goals that need to be reached before transition from high school to college can become a more rewarding experience for the student. The last line of the report supplies a goal which appeals to any educator—"To increase the possibility that more and more of our students may start strongly on the way to becoming liberally educated men, and find themselves unable to turn back."

Use of trustees and laymen

No one seems to doubt the need for more help in solving education's problems, but there is much conflict about where help should be sought, and in what form it should be. Educational institutions may have to undertake a program to train the people from whom some of this help must come. Such training would include information about the processes of education, the ways in which professors seek to stimulate learning, the importance of understanding each aspect of a subject before moving on to others. Training would certainly need to stress the importance of maintaining objectivity in the presentation of knowledge about a subject. Many laymen have antagonized both professors and students by delivering subjective and biased orations to a class, while more successful lay teachers have made fine contributions by exploring a subject with a class.

Trustees. Much benefit has already been drawn from thoughtful use of trustees in the operation of higher education. Published articles on the

"role of a trustee" have been good guides to more responsible action, and communications of successful experiences have been stimulating case studies for colleges and trustees interested in more effective performance. The following examples, observed during this study, have produced new strengths for education.

Drake University has expanded membership on its Board of Trustees. With more than fifty members, it now contains a wealth of ability which can be drawn upon by all divisions of the University. The problem is to help the new trustees learn enough about the process of education and the strengths and the weaknesses of the institution so that their abilities can be used to best advantage.

Pomona College has had over five years of experience in conducting "Faculty and Trustee Retreats." These two-day sessions, held in a pleasant environment away from the campus, are designed to build more understanding between the trustees, the administration, and the faculty. The program is not heavily structured, and leaves plenty of time for individual conversations. There is no limit to the kinds of questions that can be raised or discussed. Each year has shown a gain in breaking down barriers that were thought to have existed, and growth in constructive discussion between the participants. During the course of the year, these same trustees have a rotating plan for learning more about the operations of different departments. This practice helps to reduce the feeling that a trustee is a special pleader for a particular department because his knowledge of its operations and problems are more familiar to him. Both the College and the trustees believe that this "retreat" plan has been an educational experience which has brought new strengths to the College. Faculty members approve the idea because there is such an open opportunity to discuss mutual problems, and there have been such obvious examples of improvements in operations because of better understanding between governing board, administration, and faculty. Although the "retreats" do not include all faculty members, there is an effort to rotate the representatives from different departments by asking the department head to bring a guest from his division.

Plans such as this do not just happen at once, but grow in usefulness. One other college tried a formal dinner, given by the trustees for the faculty members who later reported that they "felt like serfs going to

see the lords of the manor." The idea was dropped. None of the quick ideas to make trustees and faculty like each other better will take the place of cooperative work on mutual problems. A respected educator once said "There is nothing to replace time in the classroom." As trustees and faculty members are spending more time in the classroom of common interests, signs of new strengths become evident. During a recent visit to the Midwest, it was encouraging to find three professors and two trustees meeting in a downtown club to discuss the plans for a new course. There was no absence of dignity or prerogatives on the part of the professors as they presented their ideas and listened to reactions, because all had taken part in previous meetings of similar nature. It has become more common to see academic men appointed to the boards of directors of commercial or industrial organizations. The results have been good for the business and helpful to the professors.

There is no reason why more specialists from the community cannot serve well on college boards. One college has appointed a research expert to its board. He is not actually a senior or principal officer of the business, but he is already being of great help to the college. More important, he is spending a lot of time working to be a good trustee. Another college has added a thirty-two year old alumnus to the board. He has helped to establish a thoughtful program for young alumni, and has served as consultant to several departments that asked for his help with special programs. His influence will grow in effectiveness over the years, because he is learning about education's problems. He is also learning how to work with educators. Although faculty people do not think of him as someone who can raise funds, he is doing that also.

Laymen. Laymen who have learned how to help education are proving to be good allies in the fight to improve education. *Notre Dame University* is using influential advisory committees in several divisions of the institution. *Harvard's* Visiting Committee is far more than a fund raising operation. *Southern Methodist University* is drawing new strength from thoughtful people in the Dallas community, and has a strong combination research organization, composed of faculty members and younger leaders of the community. The participants work together on a problem of interest to the community, issue a report, and then move on to another problem. The *University of Pennsylvania* has used top ability in the

Philadelphia area on committees to study special problems. The *University of North Carolina* appointed a well-qualified committee of laymen and faculty members to work on a total analysis of its School of Business Administration. Committees were active in key cities about the State, and the results of the cooperative study were valuable to the University and also to other universities in other states. There was no thought that laymen would set the policies, and actually this did not become a problem, because there were strong agreements between academic and lay people who had worked together long enough to know the objectives and the problems.

Commercial consulting organizations have introduced new practices in the operation and management of education. More frequently, these firms are being called upon by education, and there is much evidence that professional consulting has contributed strength and can contribute more. There is encouraging evidence that laymen are quite willing to provide more help for education if there is more explicit instruction as to the kinds of assistance that are necessary and the ways in which this assistance can be constructively supplied. Back of some of the elbows that point two ways between education and community are fears or beliefs that the college and the community are separate worlds. This seemed to be the case when professors admitted to having few real friends in business, or businessmen could not remember having any professors at recent social events. Examples of mutual enjoyment and mutual benefit are growing as academic and lay people join together for common purposes. Improvement of education is surely one such purpose.

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